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ABSTRACT

The second AID-NAFSA workshop members included many of the staff of the Office of International Training, 31 Foreign Student Advisors, and 23 other members of NAFSA. The three main objectives of the program are: to improve the capability of the participants by new knowledge and skills; to expose them to modernization and popular participation at community level; and to provide an opportunity to see the U.S. Other concerns included: the protection of the individual participant; possible alienation of a participant by long absence from home; the need for COMSEC to embrace all sections of the community; the need for increase student participation in decisionmaking in community programs; the lack of provision for dependents; and the need for a known point of contact on the campus for AID- university communication. As was intended, the working groups produced a number of recommendations. Other proposals made during the workshops ranged from some of major importance concerning policy to suggestions for minor improvements; but all were of value in contributing to the betterment of the Participant Training Program. (HS)

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REPORT

OF THE

SECOND

AID - NAFSA WORKSHOP

MARCH 8 - 10, 1971

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AGENCY FOR INTERNATIONAL DEVELOPMENT

NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS

REPORT
OF THE
SECOND
AID-NAFSA
WORKSHOP

MARCH 8-10, 1971

CO-CHAIRMEN:

Samuel E. Belk III
Agency for International Development

Furman A. Bridgers
University of Maryland

THE GEORGE WASHINGTON UNIVERSITY

INTRODUCTION

In 1968 it was proposed that the Office of International Training of the Agency for International Development hold a workshop with Foreign Student Advisers to strengthen their cooperation in the supervision and training of the nearly 7000 foreign students attending American Universities and Colleges in the AID Participant Training Program. It was hoped that the relationship between the Agency and the Universities would be strengthened if each had a better knowledge of the other's procedures and problems and that better communication between the Foreign Student Adviser and the Office of International Training would benefit the participants in the training program.

In November 1969 the Office of International Training and the National Association for Foreign Student Affairs conducted a two day workshop at Meridian House in Washington, D. C. It was attended by 32 Foreign Student Advisers from academic institutions having a significant number of AID participants, together with an equal number of members of the staff of the Office of International Training. The FSAs were informed about AID regulations and procedures and the range of functions and services performed by members of the Office of International Training; they in turn described their own roles and functions within their universities and local communities in relation to the AID participants. There was an exchange of information on issues and problems; and various suggestions were made, including one for additional workshops. As a result, a second workshop was planned for March 1971 for a new cross-section of NAFSA members.

The second workshop was held at George Washington University Center, Washington, D.C. from March 8 to 10, 1971. It included many of the staff of the Office of International Training who had attended the first workshop. The NAFSA representation, however, included 31 Foreign Student Advisers who were not at the first workshop, and 23 other members of NAFSA, twelve of whom were from the Community Section. In addition, there were guests from other government agencies and non-government institutions which brought the total attendance to over 100.

The diversity of membership, the increase in numbers and the more spacious accommodation made the second meeting less intimate and more diffuse than the first. But it involved a wider cross-section of NAFSA and deliberately emphasized the importance of the interest of the Community Section in the experiences of the AID participant. A wide range of topics was covered by presentations from panels and from individuals; and five working groups examined specific topics on which they presented recommendations.

The objectives of this workshop were well summarized by Mr. Robert E. Matteson, Director of the Office of International Training, who said, "I believe that this second AID - NAFSA workshop can be very helpful if it accomplishes some of the following purposes:

1. If it results in the kind of exchange of information between us that

will lead to greater understanding of the U.S. participant training program and to each person's role with reference to it.

2. If it leads to some agreed useful mechanism for alerting the Foreign Student Adviser and COMSEC to the AID-sponsored participants on campus.

3. If it establishes recognized points of contact on the campus and in OIT for communications regarding matters of mutual interest concerning AID-sponsored participants on campus.

4. If it enlists the cooperation of FSAs and COMSEC in the Christmas Mid-Winter Community Seminars along the lines, for example, of the Philadelphia experiment, thus involving the participants actively in community action projects and democratic decision-making.

5. If it encourages in selected universities, experiments with certain changes in curriculum and extracurricular activities that would give greater emphasis to popular participation in community development.

6. If it identifies specific courses of action to encourage thesis research that is relevant to and helpful to the participant's home country development programs.

7. If it identifies specific means by which AID-sponsored students and other foreign students might become actively involved in student-faculty organization activities.

8. If some assessment might be made of the extent to which foreign credentials analysis are now being made by universities and the extent to which, if any, OIT's services in this regard are (a) essential; or (b) desirable (but not essential); or (c) not necessary.

9. If some assessment might be made by the university representatives of the value of the Pre-Academic Workshop at George Washington, Georgetown, and Hawaii. Are these Pre-Academic Workshops cost effective?

10. Finally, if some assessment might be made by the university representatives of what might be done through NAFSA in organizing cross-cultural university and community activities for AID-sponsored and other foreign students during the second year or in the summer."

Some of the information given by NAFSA representatives has been omitted because it is known by those who were not at the workshop for whose benefit this report is made. The report covers the discussions of the workshop as they appear on the program which follows.

THE PROGRAM

March 8

Chairman: Samuel E. Belk, III
Office of International Training, AID

Welcome by Dr. Lloyd H. Elliott
President, The George Washington University

Presentation

"NAFSA and the AID-Sponsored Foreign Student on Campus"

Mr. A. Lee Zeigler
President-elect, National Association for Foreign Student Affairs and Associate Director, Bechtel International Center, Stanford University

Presentation

"U.S. Participant Training Program: An Overview"

Mr. Robert E. Matteson
Director, Office of International Training, AID

Presentation

"The Community Section and the Total Educational Experience"

Mrs. Charline Clarke
Chairman, Community Section of NAFSA (COMSEC) and Director, International Hospitality Program of Greater Philadelphia

March 9

Chairman: Dr. Martin M. McLaughlin
Deputy Director, Office of International Training, AID

Presentation

"The Role of the Development Training Officer in Overseas AID Missions"

Mr. Robert W. Landry
Deputy Assistant Director for Program, OIT, AID

Presentation

"The Programming of the AID - Sponsored Foreign Student in the United States"

Dr. Thomas C. Irvin
Assistant Director for Program, OIT, AID

Panel

"Other Aspects of AID - Sponsored Foreign Student's Training and Support"

Moderator: Dr. Martin M. McLaughlin
Deputy Director, OIT, AID

Panelists: Mr. John W. Asher, Jr.
Assistant Director for Administration, OIT, AID

Dr. Arthur F. Byrnes
Assistant Director for Training Support, OIT, AID

Mr. John F. Lippmann
Assistant Director for Policy Planning and Evaluation, OIT, AID

Chairman: Professor Furman A. Bridgers
Director, International Educational Services and Foreign Student Adviser, University of Maryland

Panel

"NAFSA and the AID - Sponsored Foreign Student"

Moderator: Mr. Hugh M. Jenkins
Executive Director, NAFSA

Panelists: Dr. Robert T. Fox
Chairman of the NAFSA Association of Teachers of English as a Second Language and Director of the English Language Institute, American University

Dr. Joseph A. Mestenhauser
Chairman of the NAFSA Council of Advisers to Foreign Students and Scholars and Associate Director, Office of the Adviser to Foreign Students, University of Minnesota

Mr. Burton E. Bard, Jr.
Chairman-elect of the NAFSA Community Section and Executive Director, Foundation for International Understanding through Students, University of Washington

Mr. James Haas
Chairman of NAFSA Admissions Section and Assistant Director of Admissions, Indiana University

Panel

"CU and the NAFSA Field Service"

Moderator: Professor Furman A. Bridgers
Director, International Educational Services and Foreign Student Adviser, University of Maryland

Panelists: Mrs. Katherine C. Bang
Director, NAFSA Field Service Program

Miss Marita Houlihan
Director, Non-sponsored Foreign Student Programs Staff, Bureau of Educational and Cultural Affairs, Department of State

Panel

"Diversity of Outlook toward the AID - Sponsored Foreign Student"

Moderator: Miss Helen Simpson
Assistant Director, Center for Intercultural Programs, Montana State University

Panelists: Mr. James R. Graham
Foreign Student Adviser, Colorado State University

Mr. Marvin L. Durham
Foreign Student Adviser, Oregon State University

Mr. Charles W. McIntosh
Chief, Technical Assistance Training Branch, Office of Education, DHEW

Mr. George D. Bryson
Chief, Contract Participant Branch, Program Division, OIT, AID

Mr. Otto Schaler
Chief, Multi-Regional Branch, Program Division, OIT, AID

March 10

Chairman: Professor Furman A. Bridgers
Director, International Educational Services, and Foreign Student Adviser, University of Maryland

Panel

"Civic Participation"

Moderator: Dr. Martin M. McLaughlin
Deputy Director, OIT, AID

Presentation

Dr. Princeton Lyman
Chief, Civic Participation Division, Office of Policy Development and Analysis, PPC, AID

Panelists: Dr. Robert Shields
Chief, Latin America Branch, Program Division, OIT, AID

Dr. Arthur J. Mekeel
Policy Planning Officer, Policy Planning and Evaluation Staff, OIT, AID

Mrs. David Glass
Coordinator of Student Activities, English Language Institute, University of Michigan (COMSEC)

Mr. Eugene L. Clubine
Assistant Dean of Students and Coordinator, Office of Foreign Student and Visitor Services, Iowa State University

Panel

"Reports of the Working Group Leaders"

Co-Moderators: Dr. August G. Benson
Foreign Student Adviser, Michigan State University

Dr. Arthur F. Byrnes
Assistant Director for Training Support, OIT, AID

Panelists: Mr. Joseph Neale
Foreign Student Adviser, American University (Orientation)

Mr. John W. Grissom, Jr.
Chief, Counseling Branch, Training Support Division, OIT, AID (The AID-Sponsored Foreign Students' Personal Problems)

Mrs. Fred W. Ellinghaus
Home Hospitality for Foreign Students Organization, University of Colorado (COMSEC) (Community Relations)

Mr. Dante V. Scalzi
Director, Office of International Student Affairs, Pennsylvania State University (OIT-Participating Agencies-Campus Relationships)

Dr. Philip I. Sperling
Chief, Evaluation and Follow-up, Policy Planning and Evaluation Staff, OIT, AID (Evaluation and Follow-up)

Chairman: Samuel E. Belk, III
Office of International Training, AID

Open Session

"What I Always Wanted to Know About AID and NAFSA But Never Had the Opportunity to Ask"

Co-Moderators: Dr. Ivan Putman
Program Officer for Foreign Faculty and Student Programs, State University of New York

Dr. Thomas C. Irvin
Assistant Director for Program, OIT, AID

"A Summing-up for NAFSA: What Have We Accomplished?"

Mr. A. Lee Zeigler
President-elect, National Association for Foreign Student Affairs and Associate Director, Bechtel International Center, Stanford University

"A Summing-up for AID: What Have We Accomplished?"

Dr. Arthur F. Byrnes
Assistant Director for Training Support, OIT, AID

A Closing Statement

Mr. Robert E. Matteson
Director, Office of International Training, AID

Opening of the Workshop

Dr. Lloyd H. Elliott, the President of The George Washington University gave a cordial welcome to the participants. He expressed interest in the AID program and offered the fullest help in making the workshop a success. Mr. Samuel Belk, the Chairman, then introduced Mr. Lee Zeigler, the Associate Director of the Bechtel International Center, Stanford University and President-elect of NAFSA.

NAFSA and the AID-Sponsored Foreign Student on Campus

Mr. Zeigler stressed his concern for all FSAs working with AID participants whether in large numbers or only a few. It is equally important for them all to have basic information about the participants. He hoped that information and recommendations from this workshop would be available to all those FSAs who normally have little contact with AID.

This workshop differed from the previous one in two ways; first, in the recognition of the importance of community cooperation, by having strong representation from the Community Section (COMSEC) and second, in the determination to make definite recommendations and not merely suggestions. Some of the ideas and suggestions which came out of the previous workshop have not been implemented and he hoped they would be reconsidered and, together with those that are produced at this workshop, adopted as resolutions and acted upon. He commended the workshop for inviting some AID participants to take part and stressed the importance of trying to understand the foreign visitor's point of view and his perception of various experiences of his program, his campus, the community and the families he meets, and of the U.S.A. and our national policies.

The Participant Training Program

Mr. Zeigler was followed by Mr. Robert E. Matteson, the Director of the Office of International Training who gave an overview of the United States Participant Training Program.

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The program costs about $45 million a year. Its title deliberately avoids the words "trainee" and "student" to indicate that it is a cooperative program jointly financed by the United States and the foreign country concerned and participated in by the foreign country national for the benefit and development of his country.

The program is administered by the Office of International Training and by 32 cooperating or "participating" federal agencies.

During recent years there have been between 13,000 and 15,000 participants annually in training in the United States and third countries. Generally between 30 and 35 years of age, 90 per cent are male. About 70 per cent are married. About 50 per cent are in academic programs, 25 per cent in specialized programs, 15 per cent in "on-the-job" training, and 10 per cent in "observation" training. One-third come from Latin America; one-fifth from Africa; and one-half from Asia. About one-half of the total number of participants are "non-contract", one-sixth are in contract training programs, while one-third of the total are trained in third countries.

There are three objectives of the program: to improve the capability of the participants by new knowledge and skills; to expose them to modernization and popular participation at community level; and to provide an opportunity to see the United States. By their own statement, what they enjoy most is meeting American families; and what they enjoy least is eating American food. One-fifth of them are in agricultural programs, another fifth in education programs and, in diminishing numbers, the rest are training in public administration, health, labor, public safety, industry and family planning.

The participant is selected for training specifically to implement the economic and social development program which has been formulated by his country in cooperation with the U.S. AID Mission. The key document which sets out the participant's program is called the *Project Implementation Order/Participant.*

The document, known as the PIO/P, (see appendix) is made up by the AID Mission abroad. It describes the training required, the means of financing it, the level of education to be acquired and the field of study to be pursued. This and other documents are sent to the Office of International Training, where the case is assigned to a Development Training Specialist for direct-programming, or referred to a participating federal agency, or to a private contractor, such as one of the universities operating a training contract.

When program arrangements in the United States are complete and the Mission gets a "call forward" for the participant to come to the United States, the "pre-departure orientation" takes place. Experience has demonstrated the importance of this preparation. On arrival in the United States, usually the participant goes to Washington, where he may attend a two-week pre-academic

workshop. In the year 1970-71 there were 115 participants who attended a pre-academic workshop. Those who come to Washington also attend the one-week orientation program at the Washington International Center. Some attend the American Language Institute at Georgetown University, according to their need of English language training.

Adequate English proficiency is of crucial importance; it is recognized that between one-third and one-half of the participants lack a sufficient command of English to begin a full academic program on arrival and, therefore, have to take English along with, or before, their academic work.

When the participant is enrolled in the University, the Office of International Training and the other partners in the project rely on the Foreign Student Adviser and Academic Advisers to keep them informed about the progress of the student and also encourage their efforts to ensure that the participant has opportunities to experience American life and community activities while at the University.

Following the academic program, participants attend the Michigan State University Communications Seminar and go through the Exit Interview conducted by the Development Education and Training Research Institute at the American University in Washington. Finally, after his return home, the follow-up program of the AID Mission helps him to develop and keep fresh those associations and ideas which he acquired in the United States.

The Mid-Winter Community Seminars

Mr. Matteson suggested that the Mid-Winter Seminars could be fruitful subject for cooperation between AID and NAFSA/COMSEC. These now take place in 20 to 30 metropolitan centers, and have developed a new dimension in some areas, notably in San Diego and Philadelphia, where local community interests and activities become part of the Seminar. The holidays offer an excellent opportunity for the participant to gain additional insight into our way of life, by getting diversified experiences with industry, labor, agriculture and local development projects and activities which demonstrate the popular participation of the citizens of the community.

The Community Section and the Total Educational Experience

Mrs. Charline Clarke, the Chairman of the Community Section of NAFSA, gave a full account of the organizations and activities throughout the United States which are represented by the Community Section of NAFSA. She explained the difference between COSERV, whose members attend to short-term visitors, and COMSEC, whose members are concerned with long-term visitors most of whom are in academic training. There is an important difference between the brief acquaintanceships, the cursory observations, of the short-term visitor and the deeper impression that a long period of experience can create. In the well-known host family program increasing importance is given to the continuing association between the American family and the foreign student.

The 600 individuals and organizations who make up COSMEC, the changing groups and leaders of local volunteers, need orientation and guidance to increase the understanding that is essential to their relations with the foreign student. The NAFSA Field Service has provided valuable help in identifying the diverse interests of the members and widening their experience in workshops and conferences. The COMSEC newsletter has attemped to create communication and cohesiveness within the section, but lack of funds may limit its continuance.

The Role of the Development Training Officer in Overseas AID Missions

In the second day's session, Mr. Robert Landry described the functions of the Development Training Officer, whose concern is the development of local manpower. In identifying manpower needs, planning the most economical and balanced means of filling those needs, and putting the plans into effect, he uses the Participant Training Program.

One of his primary functions is to get the optimum value at the minimum cost of both cash and manpower. To achieve this through Participant Training, selected persons are trained for specific objectives. If, in the process, they get a broader education, so much to the good, but education in its fullest sense is *not* the primary objective of the program. One-half of the people trained through AID are non-academic in that they are not trained through academic institutions.

The Development Training Officer in the AID Mission abroad helps in the selection of the participant and in his pre-departure orientation. He helps to plan the training program, keeps watch on the participant's progress during training and, after the participant's return home, keeps in touch with him to help continue to develop the skills and knowledge he has acquired.

Programming the Participant's Training in the United States

The Program Division of the Office of International Training is the intermediary between the overseas Mission and the U.S. training organization, be it a university, a private corporation, or a government department.

The Mission, on identifying a training requirement, sets out the specifications for the training in the Project Implementation Order for the chosen participant. This is the PIO/P mentioned earlier, which defines the training objective, provides the financing, and describes what the training shall consist of. This document is sent to the Program Division which then arranges the training program. The Mission is informed of the arrangements made and when the arrival date is established, the Program Division arranges for the initial orientation process.

During the participant's training, the Program Division reports to the mission on his progress. Since most participants are government employees, their

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governments want progress reports and AID needs the cooperation of the university advisers and teachers in getting them.

The Office of International Training acts as the representative in the U.S. of the AID Missions overseas for the Participant Training Program. OIT represents the view-point of the Mission and must strive to attain the objective that the Mission has laid down and that the participant has agreed to. The primary goal of the training of the participant is the success of the economic assistance programs being undertaken by the United States to meet the needs and wishes of the participant's home government. That objective has priority over the personal desires of the individual participant.

The Participating Agencies

A panel of representatives of three major participating agencies gave an account of the role each plays in the training program. The U.S. Department of Agriculture, the U.S. Public Health Service and the Office of Education, between them handle the greatest number of AID participants, most of whom are not engaged in academic programs. For those who are enrolled in Universities, the Agency representatives asked Foreign Student Advisers to give as much help as they can to the participants and introduce them to community activities. Mr. Asher then described the activities of the Administrative Division of AID which are summarized in Appendix (e).

Mr. John F. Lippmann, the Assistant Director for Policy Planning and Evaluation, explained that one of the functions of his office is the "follow-up" of participants after they have returned home, to see how well they put to use the experience and training they have received. This is done by personal contact and by the production of a participant directory for each country. Other functions of the Policy Planning and Evaluation Staff are described in Appendix (e).

In the discussion which followed the presentations there were many comments, but general agreement on the importance of giving the Foreign Student Advisers full and early information about the participants attending their universities. It was agreed that the participants themselves should be advised that they might seek advice or help from the Foreign Student Adviser.

Mr. Lippmann spoke of the evolving changes in the whole field of foreign aid and anticipated that gradually much of the responsibility for training will be transferred to the recipient countries; that there will be more cooperation between the big international donors of aid, such as the United Nations, the International Bank, and the Inter-American Development Bank; and that there will be a broadening of the type of training given to the participant.

There was considerable discussion (as there was in the first workshop) of the rights and commitment of the participant in regard to his training program, and of the contractual relationships involved. These questions arise over

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attempts to prolong or change pre-arranged programs. Dr. Irvin and Dr. McLaughlin pointed out that problems are bound to arise from time to time, that solutions are not always easily found, that AID tries to be considerate of the individual, and that there is no contract between AID and the participant. Any contract that may exist would be between the participant and his own government.

NAFSA and the AID-Sponsored Student

A panel of NAFSA members representing the Sections for Admissions, Community interests, Teachers of English, and Foreign Student Advisers described their varied activities. The hope was expressed that the Office of International Training might be of great help to Admissions Offices because of AID's experience with foreign educational systems. The Office of International Training was urged to check the application credentials which come from the overseas Missions as they are sometimes inadequate or erroneous.

AID was also urged to reconsider the possibility of recruiting AID participants from among the foreign students already in the United States. Similarly, AID's knowledge of the Manpower needs of recipient countries might be used to help those countries in the recruitment of candidates for jobs. Dr. Mestenhauser also suggested that consideration be given to a work-study type of fellowship in the Participant Training Program, combining practical experience with academic training. He hoped that all government agencies associated with the Participant Training Program will be concerned with the economic problems now facing the Universities and asked them to consider making use of the reservoir of skill and experience that is available among the Foreign Student Advisers.

Mr. Meyerson proposed consideration of a per-capita grant, very similar to the proposal made by Mr. Higbee in 1969. Dr. Irvin pointed out the administrative difficulty of making payments which by their nature are the responsibility of the local missions; but he repeated the assurance of a year ago that AID is willing to consider, indeed encourages, the promotion of special local activities for the benefit of AID participants, and would be willing to pay for these on a fee basis. (This topic was subsequently referred to the NAFSA-AID liaison committee.) A discussion followed on the degree of influence which the Foreign Student Adviser exercised in his university in relation to local community activities and in academic matters, such as the selection of topics for theses and dissertations.

The Bureau of Educational and Cultural Affairs (C.U.), and the NAFSA Field Service

Mrs. Katherine Bang and Miss Marita Houlihan spoke on the work of the NAFSA Field Service and the Office of Non-sponsored Foreign Students Programs in the Bureau of Educational and Cultural Affairs of the Department of State.

These two organizations are related in that the Field Service receives its funds from the Department of State. Their work and their relationship stem from the Fulbright-Hays legislation which encouraged the development of improved advisory services and programs, both here and abroad, for the increasing number of foreign students coming to our universities and colleges. Between them they have, with modest financial resources, greatly improved the knowledge and experience of persons concerned with foreign students and expanded the services available to them, to their institutions, and to the foreign students for whom they are responsible. This they have done by providing free of charge to all institutions throughout the country which enroll foreign students, publications, consultations, training grants and opportunities to participate in workshops and conferences.

Diversity of Outlook Toward the AID-Sponsored Foreign Student

A panel representing both AID and NAFSA quickly showed evidence of the enduring divergence between the sponsor who sends a man to be trained for a specific job, and the educator whose interest is to educate him, because education in its fullest sense is the primary objective of the university. From this diversity of viewpoint arise those occasional differences between members of the university faculties and members of OIT, generally caused by a request to change the program of study of a participant or to extend it to a higher level.

Each side can quote evidence to support its viewpoint. The FSAs can cite examples of the frustrations of bureaucracy while AID can recall the exasperation of difficulties caused by requests to change a participant's program previously agreed upon. Thus they could exemplify what Mr. Graham called "the clash between the hard-nosed bureaucrat and the soft-hearted (or soft-headed) Foreign Student Adviser."

Discussion brought out the need for mutual understanding and knowledge of each other's circumstances. For example, Mr. Durham pointed out the need for OIT to have up-to-date information on university programs which are constantly developing, and the benefit which the university might get from OIT of its evaluation of a participant's program. Similarly, university people don't always realize that the needs of a developing country are generally on a lower plane than those of the U.S.A., which might make the over-training of an individual a serious mistake. Mr. Meyerson also pointed out that, coupled with greater mutual understanding is the need for a degree of humility in our attitudes to other countries and other people, and the realization that in all our development and manpower planning we are not infallible.

However, Mr. Bryson assured the workshop that AID is not inflexible. They do understand the point of view of the university people and only plead for their understanding that a program involves two governments, the university, the AID office in Washington, the AID Mission abroad, and a particular ministry of the foreign government, so that the changing of a program mutually agreed on by all of these is neither simple nor quick.

Civic Participation

Dr. Martin McLaughlin, as moderator of a panel, explained that the promotion of civic participation in those countries which receive U.S. foreign aid, was added to the Foreign Assistance Act in 1966. Title IX of the Act instructs AID to encourage participation by the people of developing countries in the processes of their social, political, and economic development. It has retained its emphasis in subsequent legislation and is accorded such importance that its implementation is supervised by a Civic Participation Division in the Office of Policy Development and Analysis of the Bureau of Program and Policy Coordination of AID.

Dr. Princeton Lyman, the Chief of the Civic Participation Division then addressed the workshop. He deliberately avoided comment on the positive, innovative and successful things that have been accomplished in promoting social and economic development, and spoke instead of the difficulties and barriers to social change which are becoming apparent and which require new concepts and new strategies to overcome them.

In some ways, the philosophy of civic participation is an embodiment of the American dream: the more people take part, the better all will be; and everyone can learn how to participate by seeing how we do it in America. But AID has not been naive in their examination of how participation may be achieved, and their study of other countries has disclosed the stark fact that much that is accepted in our country is not effective in other countries. It is clear that as some countries pass through the stages of economic development and modernization, the relative benefits that accrue to the lower income half of the population will diminish, and in some cases, even the absolute income of the poor will fall. In Mexico, which has longest experience of the Green Revolution, where caloric intake is up by fifty per cent and food production enormously increased, the number of landless poor has increased by two million, their real wages has fallen from $68 to $56 a year, and 80 per cent of the great increase in food production has been achieved by 3 per cent of the farms. The same is true of other countries where famine has been replaced by food surpluses. Ironically, land reform has failed under liberal democratic regimes and succeeded where authoritarianism has ruthlessly stripped away the power of the landlord. Cooperatives and labor unions in some of the countries do not promote social mobility, but protect the entrenched interests of their own members against the competition of the unorganized masses.

These facts make us aware that our concept of development, and our strategies for its achievement, risk being irrelevant if they are based solely or primarily on our own circumstances. This irrelevance would then apply all the way through our training of foreign students. In fact, we have still not nearly reached that degree of cooperation with developing countries which will maximize the participation of their people in the development process.

The other panel members from the Office of International Training spoke of the positive attempts which are being made, some to the credit of Dr. Lyman

himself, to achieve the goal. The booklet on Title IX which was distributed at the workshop gives some indication of this effort. Dr. Shields said that there are other books on various programs which interested persons may ask for, and AID hoped for increasing cooperation in this work from NAFSA and COMSEC.

The NAFSA members of the panel, Mrs. Glass and Mr. Clubine, spoke on cooperative activities which the University and the Community offer foreign students, and on developments that would be of interest and benefit to participants in the AID training program. Of special interest was the description of the Iowa "international institute" program in which a group of students spent two days in a community and involved themselves in a wide range of experiences. Mrs. Glass described the suggestion for "professional partners", members of the community who would share a common interest with the participant. Dr. Mekeel stressed the value of this kind of relationship, which involves the participant in the activities of our own communities, because this can give him an insight into ways he might apply his training in his own country.

Mr. Frandsen commented on the apparent conflict of attitude which on one hand considers the participant's personal aspirations to be of little importance yet on the other hand now proposes to involve him in the community for his personal development. He believed that the participant is usually so burdened with his academic program that he has not enough time for these activities.

AID representatives pointed out that while there may be shortcomings in what is being done to promote civic participation, AID has a mandate from Congress to do certain things. However, all of us must give careful consideration to all the things we do, to the programs and the curricula for foreign students at the Universitiies, always asking, "is it relevant? is it significant?" in order to ensure that we do better.

Mr. Miller suggested that an educational television program using some AID participants could help to educate the public in international education and international relations.

Report of the Working Groups

Five leaders of working groups had been nominated to discuss with those who elected to join their groups certain topics that deserve discussion because they might call for specific action from the workshop. Under the joint moderatorship of Dr. Benson and Dr. Byrnes, the leaders of the five groups sat as a panel to present the results of the discussions of their groups.

Orientation

Mr. Neale, whose group discussed orientation, concluded that NAFSA people were too uninformed about the AID orientation programs and that AID knew too little of what was done for their participants on Campus. They

recommended more exchange of information on this topic. He also endorsed a recommendation by Mr. Epstein that in future workshops small groups should be scheduled in the workshop program to discuss specific topics, believing that, for his group, such an opportunity would have been valuable. He went on to inform the workshop that AID is now attempting to reassess all their orientation procedures presently in use. They expect to publish a book on the subject which will be sent to all FSAs.

The group discussion disclosed that in the variety of orientation programs to which a participant may be exposed there is likely to be some repetition. It was recommended that the FSAs be sent a report on those participants who have attended the pre-academic workshop. It could be similar to the report on students who attend Institute of International Education orientation programs such as that at the University of Minnesota under Dr. Mestenhauser.

It was recommended that workshops might be arranged between AID and NAFSA people to discuss orientation and that opportunities for such meetings might be made available at regional NAFSA conferences or the annual conference. Attention was called to the problem of AID participants arriving on campus too late for the university orientation.

It was suggested that in the NAFSA Guidelines on Orientation some mention should be made of special groups such as the AID participants.

It was recommended that on the proposed AID referral form some information might be given about prior orientation.

There followed discussion, and evidence of variance among universities, as to the date of arrival of new foreign students. In the end it was clear that AID is willing to do its best to conform with the arrival date each university gives, but it is the university's responsibility to decide that date and to make it known.

Miss Jarmon suggested that it would be possible for AID to send a form-enquiry to FSAs (as is done to admissions offices for fees and registration date) asking for the date of arrival.

Counselling

Mr. Grissom of the Counselling Branch of the Office of International Training then reported from his group on the personal problems of the AID participant. He said that the existence and work of the Counselling branch are not sufficiently known by universities and communities; that the communication between all those who are concerned with an AID participant, in the faculty, in the campus, in the community and in AID, is sorely lacking when the participant's personal problems are concerned; and that there is a prevailing misconception that AID tends to send home a participant if he is in trouble. In regard to this misconception, the contrary is true. It is more worth while to try to salvage the participant so that he can complete his programthan to waste the investment of time, money and goodwill by casting him aside.

Mr. Meyerson raised the question of assisting dependents to accompany participants who will be here for three or four years and, on hearing the explanation that Congress would not appropriate the funds, pointed to the anomaly that on the one hand they demand civic participation but on the other deny one of the most fruitful means of its inculcation, the presence and involvement of a wife and family.

The point was noted. But AID would have to consider very carefully all the aspects of support and protection for the participant and his family. AID does not encourage dependents to come here, neither does it prohibit them. AID cannot provide for their health insurance but insists that they be insured.

Community Relations

Mrs. Ellinghaus reported for the group who discussed Community Relations. In view of the accepted importance of extending the participant's experiences beyond the campus and the value of the services of COMSEC for this purpose, it was recommended that the Board of NAFSA should add to its staff in the Central Office a well-qualified person who shall (1) coordinate COMSEC activities in the national office, (2) strengthen existing and develop new local and regional concepts of organization, (3) assist in such program development as will enable the foreign student to gain greater insight into the economic, political, social and cultural life in the United States; and (4) perform such duties as will be directed by the NAFSA Executive Director. It was further recommended that, as the AID participants in some 380 colleges and universities may share in extra-curricular COMSEC activities which provide valuable experience beyond the campus, the NAFSA Board should seek support from AID for the proposed COMSEC position at the NAFSA Central Office.

In addition, the working group supports the request for the provision of more detailed information concerning the AID participants, so that community organizations may provide more effective service for them.

Mrs. Ellinghaus described activities in her own locality which include a host family program, a foreign student wives program, conversational English, community tours, and the provision of furniture, etc. Foreign students are encouraged to state their personal interests and to participate in planning and programming such activities as orientation and community programs. Mr. Bard and Mrs. Prescott added other information which, together with earlier statements, indicated that in addition to the variety of existing programs, great potential for more cooperation lies within COMSEC.

Relationships–Campus, AID and the Participating Agencies

Mr. Scalzi reported that his group made the following recommendations. First, that the proposed participant referral form designed by AID should be adopted. Second, that there be established a standing AID-NAFSA liaison committee comprised of from five to nine members, with appropriate

representation from both organizations, (a) to study major problem areas in AID-NAFSA cooperation and (b) to be an advisory body to whom may be referred any procedural problems which are too complex or too numerous to be handled directly by the larger organization; and that they should work on future AID-NAFSA workshop planning. Third, that the proposal concerning the payment of a fee for FSA services to participants on campus should be referred to the proposed liaison committee for further consultation and study; and that a report on the subject be prepared by May 15, at the end of the NAFSA national conference. A fourth recommendation was that the lists of AID participants (the "print-out") should be sent to the appropriate FSAs regularly.

Evaluation and Follow-up

Dr. Sperling reported the discussion of the working group after giving some information on the exit interviews and the use of a computerized system of retrieving the information produced by those interviews. A few of the larger training institutions will be able to get some of this information.

The group recommends that AID and the FSA cooperate in making an assessment of the pre-academic workshops. AID would welcome information from the FSAs about their own university programs which might reduce the need for special pre-academic workshops. AID will always welcome suggestions from FSAs for innovations or improvements in on-going programs.

Open Session

In a final open session under the moderatorship of Dr. Putman and Dr. Irvin it was pointed out by Dr. Irvin that insistence on the health insurance of a participant's dependent assumes that the dependent comes to the United States with the knowledge of AID. It can easily happen that dependents come to the United States without AID knowing about them.

He replied to Mr. Zeigler that, where appropriate and convenient, participants are enrolled in junior colleges.

Mr. Grissom assured the workshop that his office can, and does, help promptly in cases of emergency, however far from Washington. Telephone calls to the Office of International Training may be made without cost to the university. After office hours, calls may be made to the AID duty officer in the Department of State.

In view of the prevailing attitudes in universities on the confidentiality of information about students, it was suggested that signed authorization be obtained from participants before they leave home, permitting the release of academic information to AID.

AID was assured that FSAs will help them in acting as their spokesman and cooperator on campus in solving some problems that arise especially in academic matters.

AID assured the FSAs that a duplicate DSP-66 (for travel visits) will be issued on request, though for short visits to Canada or Mexico it may no longer be necessary.

There was discussion of the evaluation of the effectiveness of FSAs; and of the prevailing decline in the commitment to international education due to a restriction of financial resources, and the competition of domestic priorities in our educational institutions.

A Summing Up by Mr. Zeigler and Dr. Byrnes

Many significant suggestions were made from the floor in addition to recommendations that came from panels and presentations. The new emphasis on civic participation and the cooperation of COMSEC was an important feature of this workshop. Dr. Byrnes noted that the differences between COMSEC and COSERV had been elucidated. Heed should be paid to Dr. Lyman's plea for reform in the university curriculum for students from developing countries. In the divergence of views on the training or education of AID participants, we have to be flexible in reconciling the university's mission in helping the individual with AID's mission in helping his country.

Other concerns included: the protection of the individual participant, if the contracting governments fail to keep their commitments; possible alienation of a participant by long absence from home; the need for COMSEC to embrace all sections of the community; the need to increase student participation in decision-making in community programs; the lack of provision for dependents; the continued need of FSAs for information about the participant; the need for a known point of contact on the campus for AID-university communication; the need to identify ways to encourage participant research that would be of benefit to his country; the need for AID to get indications of the effectiveness of their procedures or programs such as the pre-academic workshop or the credentials analysis worksheet. Mr. Zeigler enumerated some twenty-four recommendations, or suggestions, which had come out of the workshop, and expressed the hope that in future workshops a more active role would be taken by the invited AID participants.

Recommendations

As was intended, the Working Groups produced a number of recommendations. Other proposals made during the workshops ranged from some of major importance concerning policy to suggestions for minor improvements; but all were of value in contributing to the betterment of the Participant Training Program. At Mr. Zeigler's suggestion, the recommendations have been grouped according to responsibility for implementation.

Recommendations for Joint Implementation by AID and NAFSA

1. That there be established a standing AID-NAFSA liaison committee, comprised of from five to nine members, with appropriate representation from

both organizations, (a) to study major problems in AID-NAFSA cooperation; (b) to be an advisory body to whom may be referred any procedural problems which are too complex or too numerous to be handled by the larger organization; and (c) that they should cooperate in planning future AID-NAFSA workshops.

(This proposal has been supported by AID and was approved by the Board of Directors of NAFSA at their annual Conference in Vancouver in May, 1971. A list of the members of the AID-NAFSA Liaison Committee is given in Appendix (f).)

2. That the proposal concerning the payment of a fee for FSA services to participants on campus should be referred to the AID-NAFSA Liaison Committee for further consultation and study.

3. That it should be recognized that community volunteers can contribute highly professional services which should be used as fully as possible.

4. That the Board of NAFSA should add to its staff in the Central Office a well-qualified person who shall (1) coordinate COMSEC Activities in the national office, (2) strengthen existing and develop new local and regional concepts of organization, (3) assist in such program development as will enable the foreign student to gain greater insight into the economic, political, social and cultural life in the United States and (4) perform such other duties as will be directed by the NAFSA Executive Director.

5. That, as the AID participants in some 380 colleges and universities share in extra-curricular activities promoted by COMSEC, the NAFSA Board should seek support from AID for the provision of COMSEC staff at the NAFSA Central Office.

6. That there be more exchange of information between AID and NAFSA on orientation programs.

7. That in future workshops small group discussions should be scheduled in the program to discuss specific topics.

8. That in future workshops AID participants and U.S. students be invited to take an active part in the program.

9. That AID and FSAs should cooperate in making a mid-tour assessment of the participant and his progress. And that FSAs might help AID in making an assessment of the pre-academic workshop.

10. That AID and NAFSA cooperate in identifying ways to encourage student research that would be useful to development in the student's own country.

Recommendations for Implementation by AID

11. That the lists of AID participants be sent to the appropriate FSAs regularly.

(This recommendation has already been acted on and print-outs of the AID participants at each university will be sent to the FSAs quarterly.)

12. That more detailed information concerning AID participants be given to the FSAs so that community organizations may provide more effective services for them.

13. That the proposed AID referral form should be adopted and should include information on the participant's prior orientation.

14. That FSAs be sent reports on those participants who have attended a pre-academic workshop, including an appraisal of the participant's qualities and competence in English.

15. That the FSAs be given more information, either in the PIO/P or the referral form, about the participant's program and academic objective.

16. That AID try to provide information about what the participant did before he came to the United States and what he is expected to do after his return home.

17. That every effort be made to give academic advisers information concerning the participant and his program in the hope that this will help to reconcile academic goals with those of AID and the participant himself.

18. That pertinent information that AID gets from returned participants be passed on to the FSA.

19. It was suggested that AID could send a form-inquiry to FSAs asking for the recommended date of arrival on campus.

20. That AID should obtain from participants an authorization to enable the universities to release information about them.

21. That consideration be given to allowing long-term participants to visit their homeland during their training period.

22. That AID consider recruiting participants from among the foreign students already in the United States; and also help to find employment opportunities for the students in their own countries.

23. That AID participants might be included in Educational Television programs to educate the public in international affairs.

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24. That AID issue a duplicate DSP-66 for travel, if required.

25. That in the Participant's Handbook mention should be made of the Foreign Student Adviser and the service he provides.

26. That there be a central AID address for inquiries from the admissions officers and FSAs.

27. That every effort be made to ensure that the credentials analysis worksheet be as exact and as complete as possible.

28. That AID and the Department of State should express concern for the present economic problems that endanger international education in many universities and colleges.

Recommendations for Implementation by NAFSA

29. That the FSA should provide AID with feedback information from faculty on returned participants.

30. That the FSAs should provide information to AID on their own campus orientation programs.

31. That time be allocated at NAFSA regional and national conferences for discussions between AID and NAFSA on matters of common interest.

32. That the foreign student advisers and COMSEC should participate in AID's Mid-Winter Community Seminar Program.

33. That mention be made in the NAFSA Guidelines on Orientation of special groups such as AID participants.

Closing Statement by Mr. Matteson

Mr. Matteson thanked the planners and the participants for their contribution to the workshop and he explained the position of OIT on some of the matters that had been discussed.

Recognizing the need to be in touch with the FSAs and their COMSEC colleagues, he asked for their help, that they should inform OIT of the appropriate point of contact on campus. This would probably be different in different universities. In AID, the contact concerned with the individual participant's program is the Development Training Specialist. In the case of a program managed by a participating agency, the program officer in the agency would be the appropriate person; while on general questions of programming the contact is Dr. Thomas Irvin, head of the Program Division of OIT.

He hoped that the proposed new FSA referral form, accompanied by the PIO/P and bio-data, would provide early identification of the AID participant if it is sent to the FSA immediately after placement arrangements have been completed. Another copy of the PIO/P and bio-data would have been sent to the university official responsible for admitting the student.

He mentioned that OIT is considering the discontinuance of the foreign credentials analysis on the grounds of cost. He also hoped that COMSEC will take an increasingly active part in the Mid-winter Community Seminars.

OIT would be glad to learn from members of the workshop or others, of anyone or any department in a university that might carry out an experiment in adapting certain existing curricula in order to introduce greater emphasis on popular participation in community development.

In regard to the discussion on the selection of theses, and the suggestion that a participant might be enabled to return home to carry out research for his degree, he recommended a paper which was prepared by the U.S. Department of Agriculture in Feburary, 1970. This paper discusses some of the points which were raised in this workshop and it may be obtained from Dr. W. E. Harvey in the Department of Agriculture.

He expressed considerable sympathy for the proposal that wives should be enabled to accompany the long-term academic participants. But he gave arguments against the proposal, including the cost, the difficulty of deciding who should and who should not be granted the privilege, and the possible distractions to the participant of having his wife with him. These obstacles seemed to make it unlikely that there would be a change in present policy.

He stressed the importance of the participant keeping to his commitment to attend a community program. The participant should be aware of the nature of the program and also aware that his attendance is voluntary and not obligatory. If then he elects to attend the program, a PTA meeting, a host family or a city council meeting, he should understand that consideration for the other people concerned, the hosts or the organizers, makes it essential that the commitment should be kept.

OIT is convinced of the importance of the Foreign Student Advisers and, in the prevailing difficulty and insecurity which they face in some universities, there seem to be some ways in which OIT might show its support for them. It might try to encourage university presidents and deans to appreciate and support the functions of the FSA: it might consider modest budgetary support for some of their activities if this is feasible: it might consider with the Bureau of Educational and Cultural Affairs some means of cooperative support for NAFSA: and it can move to establish a NAFSA-OIT liaison group.

Finally, he expressed his confidence in the training work in which all the members of this workshop and those whom they represent are in some way

engaged. It needs improvement, but this can evolve gradually by building on the best of past experience. The unions, cooperatives, university systems, the methods of teaching agriculture and even Title IX itself, can all be worked with, built on, and improved; and this workshop had contributed to that evolutionary process.

APPENDICES

(a) Lists of Participants and Invitees

- NAFSA Representatives
- Office of International Training AID, Representatives
- Other Government Representatives
- Non-Government Representatives
- AID Foreign Student Representatives
- Members of the Working Groups

(b) Example of the PIO/P form

(c) Example of the Biographical Data Form

(d) Draft for the proposed AID Referral Form

(e) Notes on OIT Divisions and Functional Responsibilities

- Policy Planning and Evaluation Staff
- Program Division
- Training and Support Division
- Administrative Division

(f) The AID-NAFSA Liaison Committee

APPENDIX (a)

LISTS OF PARTICIPANTS AND INVITEES

NAFSA REPRESENTATIVES

ARNOLD, Mr. G. W., University of Wyoming
ARIVIZO, Mr. Ted, New Mexico State University

BAILEY, Dr. Leo L., Texas A & M University
BARD, Mr. Burton E., Jr. (COMSEC), University of Washington
BASSETT, Mr. Thomas, North Dakota State University
BENSON, Dr. August G., Michigan State University
BENSON, Mrs. Elizabeth R., Tuskegee Institute
BICKLEY, Mr. Nelson R., West Virginia University
BOYKIN, Mrs. Rowena, University of Nebraska
BOYTS, Mr. Joseph, St. Louis University
BRIDGERS, Mr. Furman A., University of Maryland
BRONSON, Miss Janice (COMSEC), Columbia University

CLARKE, Mrs. Walter E. (COMSEC), International Hospitality Program, Philadelphia
CLUBINE, Mr. Eugene L., Iowa State University

DAVIES, Mrs. Nicholas E. (COMSEC), Atlanta International
Student Bureau
DAVIS, Mr. Collis H., Hampton Institute
DEMING, Mr. Olcott (COMSEC), Foreign Student Service Council
DURHAM, Mr. Marvin L., Oregon State University

ELLINGHAUS, Mrs. Fred W. (COMSEC), University of Colorado
EPSTEIN, Mr. Maxwell D., University of California
ERICKSEN, Dr. Gorden E., New York University

FOX, Dr. Robert P., University of Illinois
FRANDSEN, Mr. LaMar, Utah State University
FULLER, Mr. Robin B., Vanderbilt University

GLASS, Mrs. David (COMSEC), University of Michigan
GRAHAM, Mr. James R., Colorado State University

HAAS, Mr. G. James, Indiana University
HENRY, Dr. David D., Harvard University
HIGBEE, Prof. Homer, Michigan State University
HORNER, Mr. David D., Washington State University

JENKINS, Mr. Hugh M., Executive Director NAFSA
JOHNSON, Mr. Dixon C., University of Tennessee

KLINGER, Dr. Robert B., University of Michigan
KNAPP, Dr. Robert B., Boston University

MESTENHAUSER, Dr. Josef A., University of Minnesota
MEYERSON, Mr. Bernard L., University of Illinois
MILLER, Dr. Richard E., California State
Polytechnic College
MILLIGAN, Dr. E. E., University of Wisconsin

NEALE, Mr. Joseph W., American University

PRESCOTT, Mrs. Irene, (COMSEC),
University of California
PUTNAM, Dr. Ivan, State University of New York

SCALZI, Mr. Dante V., Pennsylvania State University
SIMPSON, Miss Helen, Montana State University

THELEN, Mr. Edward F., University of Missouri
THOMPSON, Mrs. Harris A. (COMSEC), University of Colorado
TICHENOR, Prof. Arthur H., Jr., Purdue University
TOWNE, Mrs. Allen, (COMSEC), Des Moines Area Council
for International Understanding

WALKER, Mr. William A. R., George Washington University
WILSON, Mr. Ernest J., Howard University
WOOD, Mr. Geoffrey R., Ohio University
WOODELL, Mr. S. F., University of North Carolina
WORTH, Mr. Michael, California State Polytechnic College

YATES, Rev. Gerard, S.J., Georgetown University

ZEIGLER, Mr. A. Lee, Stanford University

OFFICE OF INTERNATIONAL TRAINING, AID REPRESENTATIVES

ANGEL, Arthur, Latin America Branch, Program Division
ASCH, Rose Marie, Contract Participant Branch, Program Division
ASHER, John W., Assistant Director, Administrative Division

BELK, Samuel E., Office of the Director, Office of International
Training
BELL, Judson H., Deputy Assistant Director, Training Support Division
BERIO, Aida, University & Community Relations Branch,
Training Support Division
BIGELO, Alfred B., Policy Planning and Evaluation Staff
BLACK, Dorothy, Africa-NESA Branch, Program Division

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BOGAN, Catherine, Counseling Branch, Training Support Division
BRESSLER, Granville N., Services Branch, Administrative Division
BROTHERS, Viola, Latin America Branch, Program Division
BRYSON, George, Chief, Contract Participant Branch, Program Division
BYRNES, Arthur F., Assistant Director, Training Support Division

CAMDEN, John E., Third Country Training Branch, Training Support Division
C'DEBACA, Nazario, Multi-Regional Branch, Program Division

DEFONZO, Joseph P., Services Branch, Administrative Division
DURKIN, Regina, Orientation Branch, Training Support Division

ELKIN, Anne, Orientation Branch, Training Support Division
ELSEN, William J., Policy Planning and Evaluation Staff

FARRIS, Nathaniel, Africa-NESA Branch, Program Division

GRISSOM, John W., Chief, Counseling Branch, Training Support Division

HARBINSON, David K., Multi-Regional Branch, Program Division
HOPE, Miriam, Financial Management Branch, Administrative Division
HUDSON, Harold A., Orientation Branch, Training Support Division
HUGHES, Joseph W., Chief, Services Branch, Administrative Division
HVOSLEF, Inger, East Asia-Vietnam Branch, Program Division

IRVIN, Thomas C., Assistant Director, Program Division

JARMON, Hattie, Chief, Academic Advisory Staff, Training Support Division

KAISER, Willard, East Asia-Vietnam Branch, Program Division
KENNEDY, Ann, Counseling Branch, Training Support Division
KIMBEL, Cathy, Academic Advisory Staff, Training Support Division

LAMBKE, Norma, Chief, Third Country Training Branch, Training Support Division
LANDRY, Robert W., Deputy Assistant Director, Program Division
LIPPMANN, John F., Assistant Director, Policy Planning & Evaluation Staff
LOCKHART, David H., Management, Analysis & Statistics Branch, Administrative Div.

MCDANIEL, Leah, East Asia-Vietnam Branch, Program Division
MCDONOUGH, John, Africa-NESA Branch, Program Division
MCKINNELL, Robert L., Chief, Management, Analysis & Statistics Branch, Admin. Div.

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MCLAUGHLIN, Elizabeth, University & Community Relations Branch, Training Support Division
MCLAUGHLIN, Martin M., Deputy Director, Office of International Training
MADDOX, Helen, Management, Analysis & Statistics Branch, Administrative Division
MATTESON, Robert E., Director, Office of International Training
MEKEEL, Arthur J., Policy Planning and Evaluation Staff
MOGANNAM, Theodore E., Chief, East Asia-Vietnam Branch, Program Division
MORE, John W., East Asia-Vietnam Branch, Program Division

O'BRIEN, Thomas J., Acting Chief, Africa-Nesa Branch, Program Division

PAINTER, Jean, Academic Advisory Staff, Training Support Division
PERKINS, Donald, Multi-Regional Branch, Program Division
PETTY, Althea, Financial Management Branch, Administrative Div.
PHILPOTT, Gladys, Multi-Regional Branch, Program Division
POSEY, Thomas E., Policy Planning and Evaluation Staff

ROBERTS, Herbert C., Chief, Orientation Branch, Training Support Division

SALAZAR, Victor, Latin America Branch, Program Division
SAPORITO, Francis V., Contract Participant Branch, Program Division
SCHALER, Otto, Chief, Multi-Regional Branch, Program Division
SHAMPAIN, Judith, Policy Planning and Evaluation Staff
SHIELDS, Robert L., Chief, Latin America Branch, Program Division
SILVERMAN, Eleanor, Latin America Branch, Program Division
SLAVIN, Frances, Orientation Branch, Training Support Division
SOULIDES, Elaine, Program Division
SPERLING, Philip I., Policy Planning and Evaluation Staff
STARNES, Mary, Multi-Regional Branch, Program Division
SWAIN, Richard W., East Asia-Vietnam Branch, Program Division

TERRELL, Daniel S., Multi-Regional Branch, Program Division

VOGELSANG, William E., Policy Planning and Evaluation Staff

WEBB, J. Lloyd, Counseling Branch, Training Support Division
WHITE, Leslie A., Acting Chief, Financial Management Branch, Administrative Division
WIESNER, Charles J., Policy Planning and Evaluation Staff

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OTHER GOVERNMENT REPRESENTATIVES

Agency For International Development

BARKER, Curtis, Bureau for Technical Assistance

HILLIARD, John F., Bureau for Technical Assistance

LYMAN, Princeton N., Bureau for Program and Policy Coordination

MCNAIR, Clyde F., Office of Administrative Services

SHULER, Alexanderina, Office of Legislative and Public Affairs

VENT, Myron H., Bureau for Technical Assistance

Department of Health, Education and Welfare

JONES, Robert W., Foreign Students Education Branch, Public Health Service

MCINTOSH, Charles W., Technical Assistance Training Branch, Office of Education

UPHOFF, C. Russel, Foreign Students Education Branch, Public Health Service

Department of State

DONOVAN, James A. Jr., Bureau of Educational and Cultural Affairs

HOULIHAN, Marita, Bureau of Educational and Cultural Affairs

KEPHART, Barbara, Bureau of Educational and Cultural Affairs

SPRECKELMEYER, Mary Ann, Bureau of Educational and Cultural Affairs

U.S. Department of Agriculture

CLARK, Roberta, Foreign Training Division

DUKE, A.E., Foreign Training Division

HARVEY, W.E., Foreign Training Division

NORLAND, Milton A., Foreign Training Division

NON-GOVERNMENT REPRESENTATIVES

AACRAO

SIMS, Albert G.

VROMAN, Clyde

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COSERV

AYLWARD, Robert A., Executive Director
BROWN, Dean E., Treasurer
MUTZBERG, Pat, President

COUNCIL ON LEADERS AND SPECIALISTS

SMITH, Mansfield, Director

GEORGE WASHINGTON UNIVERSITY

COBERLY, James H., College of General Studies

GEORGETOWN UNIVERSITY

HARRIS, David P., American Language institute
WINEBERG, Ruth, American Lanaugage Institute

GOVERNMENTAL AFFAIRS INSTITUTE

MAHIN, Dean, Vice President

INSTITUTE OF INTERNATIONAL EDUCATION

HAGBERG, Gordon P., Regional Director

WASHINGTON INTERNATIONAL CENTER

RICHARDS, Arthur, Executive Director

AID FOREIGN STUDENT REPRESENTATIVES

BEYENE, Taddese, Ethiopia, Georgetown University
DEMIRSEREN, Atakan, Turkey, The American University
EL AGREBI, Essaida, Tunisia, Maryland University
LUNA, Eduardo, Dominican Republic, The Catholic University
OJOFEITIMI, Olatunde, Nigeria, George Washington University
ROESTAMSJAH, Indonesia, The American University
SANTOSO, Daniel, Indonesia, Maryland University
SUHARNO, Ignatius, Indonesia, Georgetown University

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THE WORKING GROUPS

1. **Working Group on Orientation**

Joseph W. Neale	American University
Herbert C. Roberts	OIT
Ruth Wineberg	Georgetown University
Arthur Richards	Washington International Center
Arthur Angel	OIT
John W. Moore	OIT

2. **Working Group on Personal Problems of Participants**

John W. Grissom	OIT
Bernard L. Meyerson	University of Illinois
Richard E. Miller	California State Poly. College, San Luis Obispo
Eleanor Silberman	OIT
Rose Marie Asch	OIT
Ann Kennedy	OIT
Donald Perkins	OIT

3. **Working Group on Community Relations**

Mrs. Fred W. Ellinghaus	University of Colorado
Mrs. Pat Mutzberg	COSERV
Thomas E. Posey	OIT
Leah McDaniel	OIT
John McDonough	OIT

4. **Working Group on OIT–Participating Agencies–Campus Relationships**

Dante V. Scalzi	Pennsylvania State University
Edward E. Milligan	University of Wisconsin
Viola Brothers	OIT
Elaine Soulides	OIT
Hattie Jarmon	OIT
Inger Hvoslef	OIT
Robert L. McKinnell	OIT

5. **Working Group on Evaluation and Follow-UP**

Philip I. Sperling	OIT
Arthur J. Mekeel	OIT
Judith Shampain	OIT
Josef A. Mestenhauser	University of Minnesota
Robin B. Fuller	Vanderbilt University
Charles J. Wiesner	OIT
Frances Slavin	OIT
David K. Harbinson	OIT

APPENDIX (b)

A.I.D 1380-1 (8-63) PIO/P Page 1 of 3 Pages	DEPARTMENT OF STATE AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT IMPLEMENTATION ORDER/PARTICIPANTS	1. Cooperating Country	2. PIO/P No.
		3. Project/Activity No. and Title:	

4. Appropriation Symbol	5. Desired Starting Date	6. No. Participants	7. ☐ Original or Amendment No..
8. Allotment Symbol	9. Terminal Starting Date	10. Location and Duration of Training ☐ U.S. _____ weeks ☐ Third Country _____ weeks	

11. AID Financing	AUTHORIZED AGENT	TYPE OF EXPENSE	(A) PREVIOUS TOTAL	(B) INCREASE	(C) DECREASE	(D) TOTAL TO DATE
	AID	(a)				
	MISSION	(b) Int. Travel				
		Maint. Advance				
	AID/W	(c)				
		(d)				
	THIRD COUNTRY	(e)				
		(f)				
		(g)				
		(h)				
12. Cooperating Country Financing	$1.00 =					

13. U.S. Trust Account	A. Trust Account No.	C. Authorized Agent	D. Currency Unit	E. Amount
	B. Allotment Symbol			

14. Special Provisions

15. Mission Clearances	Date	Mission Clearances	Date

Signature of an authorized official of the cooperating country covering this order is on file in the Mission ☐ YES ☐ NO	Date of Original Issuance	Date of this Issuance

16. For the Cooperating Country– The terms and conditions set forth herein are hereby accepted	For the Agency for International Development
DATE _____ SIGNATURE _____	

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APPENDIX (b)

AID 1380-1 (8-63)	DEPARTMENT OF STATE	Cooperating Country	PIO/P No.
PIO/P	AGENCY FOR INTERNATIONAL DEVELOPMENT		Project/Activity No.
Page 2 of 3 Pages	PROJECT IMPLEMENTATION ORDER/PARTICIPANTS		

17. Activity Target for this Training

18. Relationship to Activities of the UN, USIA, etc.

19. Names of participants, kinds of training needed and method of carrying out. Relative emphasis to be given various phases. Problems which this training is intended to solve.

APPENDIX (b)

AID 1380-1 (8-63)	DEPARTMENT OF STATE	Cooperating Country .	PIO/P No.
PIO/P	AGENCY FOR INTERNATIONAL DEVELOPMENT		Project/Activity No.
Page 3 of 3 Pages	PROJECT IMPLEMENTATION ORDER/PARTICIPANTS		

19. *(Continued from Page 2)*

20. Contemplated plans for dissemination and use of knowledge gained. Give details.

21. Participant's Future Employment–State what reasonable assurance has been given the mission that the applicant will, upon completion of the training, return to the position he left, a similar position, or superior one.

APPENDIX (c)

SPACE FOR PHOTOGRAPHS

ATTACH 5 PHOTOS (2" x 2").

DO NOT STAPLE OR GLUE.

Participant's Name And PIO/P Number Should Appear On Reverse Side Of Each Photograph.

AID 1380-2(8-67)

DEPARTMENT OF STATE
AGENCY FOR INTERNATIONAL DEVELOPMENT
PARTICIPANT BIOGRAPHICAL DATA

PART I – TO BE COMPLETED BY MISSION

1. Cooperating Country
2. PIO/P Number
3. Project/Activity No. and Title
4. Desired Starting Date
5. Location and Duration of Training
   U.S._____WEEKS THIRD CTRY_____WEEKS
6. Attachments
   ☐ TRANSCRIPTS ☐ DEPENDENT CERTIFICATION
   OTHER *(Specify)*:

7. A. Future Employment
   ☐ GOVERNMENT ☐ PRIVATE ☐ JOINT
7. B. Category/Occupation Code
7. C. Economic Activity Code

8. Language Proficiency–TO BE COMPLETED FOR ALL PARTICIPANTS

A. Test Scores and Ratings

(1) English Language Proficiency–ALIGU Test

Date Given		Oral	Usage	Listening	Vocab./Read
	Score:				
	Form:				

(2) Proficiency in Other Language(s) for Third Country Training

Language(s)	Date Given		Speaking	Reading	Other
		Score:			
		Score:			

B. Language Proficiency Status: ☐ TEST NOT YET GIVEN ☐ WAIVED ☐ RETEST NECESSARY

(1) Indicate Approximate Date Scores or Rating to be Reported: _____

(2) Indicate Type of Waiver and Give Reasons and/or Authority

☐ COUNTRY WAIVER ☐ INTERPRETER(S) TO BE PROVIDED ☐ LANGUAGE ABILITY UNQUESTIONED ☐ SPECIAL PROGRAM

Reason:

(3) Further Language Training is Necessary.

Indicate Approximate Length: IN HOME COUNTRY_____ IN RECEIVING COUNTRY_____

PART II – TO BE COMPLETED BY PARTICIPANT

1. Name *(Mr., Mrs., Miss) (Capitalize and underline the one name by which you wish to be called)*
2. Sex ☐ MALE ☐ FEMALE
3. Country of Citizenship
5. Address *(Street, City or Town, Province)* and Telephone No.
5. Date of Birth *(Month, Day, Year)*
6. Place of Birth *(City, Country)*
7. A. Name of Spouse
7. B. Date of Birth *(Month, Day, Year)*
7. C. Place of Birth *(City, Country)*
8. Number and Ages of Children
   BOYS:_____ AGES:_____ GIRLS:_____ AGES:_____
9. Dietary Restrictions *(e.g., No Pork, No Beef, No Meat)*
10. Person(s) To Be Notified in Case of Emergency *(Name, Address, Relationship, Telephone No., if any)*
    A. In Home Country:
    B. In Country of Training:
11. If You Have Lived or Traveled in any Country Other Than Your Own, Complete the Following:

Name of Country	Dates *(Month and Year)* From	To	Purpose *(e.g., Travel, Training, Conference. If for Training, Indicate Type of Program and Sponsor – UN, AID, Univ. Scholarship)*

12. Special Qualifications:
    A. List Membership and Offices in Professional Societies
    B. List Publications, Honors, Awards

APPENDIX (c)

AID 1380-2(8-67)

NAME OF PARTICIPANT	COUNTRY	PIO/P No.

13. Education: Total Years of Formal Education: ____

List below in chronological order all schools you have attended. Include primary, middle or secondary schools, universities, vocational or trade schools.

Name of Institution	Major Field of Study	Language of Instruction	Dates Attended		Exact Title of Degree, Certificate or Diploma	Date Received
			From	To		

14. Present Employment: ☐ GOVERNMENT ☐ PRIVATE ☐ JOINT ☐ STUDENT

A. Exact Title of Your Present Position or Occupation	B. Dates of Employment (Month, Year) From: To Present Time	C. Number and Kind of Employees you supervise

D. Name and Address of Present Employer (Firm, Government Agency, Educational Institute)	E. Kind of Business or Organization	F. Size (Approximate number of employees)

G. Description of Your Work in Detail

15. Previous Employment

A. Exact Title of Your Previous Position or Occupation	B. Dates of Employment (Month, Year) From: To Present Time	C. Number and Kind of Employees you supervised

D. Name and Address of Previous Employer (Firm, Government Agency, Educational Institute)	E. Kind of Business or Organization	F. Size (Approximate number of employees)

G. Description of Your Work in Detail

16. Other Employment: (Use continuation sheet to enter other full time employment for previous 10 years)

17. Activities or Hobbies in Which You Are Interested (e.g., Music, Art, Sports)

18. SIGNATURE

BEFORE SIGNING THIS FORM CHECK TO MAKE SURE THAT YOU HAVE ANSWERED ALL QUESTIONS CORRECTLY.

I CERTIFY that I have reviewed the statements made in this application, and that they are true, complete, and correct to the best of my knowledge and belief and are made in good faith. I further agree that if I am accepted under this program, I will follow diligently the program arranged as requested by my government and will not seek extension of the period of my program. I further agree that upon completion of my training, I will return to my country without delay and will endeavor to utilize, for the benefit of my country, the training acquired under this program.

SIGNATURE OF PARTICIPANT _____ DATE _____

19.

SIGNATURE OF MISSION OFFICIAL _____ OFFICIAL TITLE _____ DATE _____

NOTE: MISSION—Forward to each Country of Training copies as required by Manual Order 1383.2.

APPENDIX (c)

AID 1380-2(8-67) **PARTICIPANT BIOGRAPHICAL DATA – Continuation Sheet**

NAME OF PARTICIPANT	COUNTRY	PIO/P No.

20. Additional Information: Use this space to continue answers to any blocks on pages 1 and 2 for which sufficient space was not provided. Give the number(s) of the block(s) being continued.

21.

SIGNATURE OF MISSION OFFICIAL	OFFICIAL TITLE	DATE

NOTE: MISSION–Forward to each Country of Training copies as required by Manual Order 1383.2.

APPENDIX (d)

A.I.D. – NAFSA REFERRAL FORM

Responding to the need for a simple communication to advise Foreign Student Advisers of the arrival of A.I.D. participants at their universities, OIT has devised the attached sample form for consideration by the participants of the Second A.I.D. – NAFSA Workshop.

A similar, but more complicated form to document referrals of participants for COSERV services, which was put into effect last fall, is proving to be useful and effective. The purpose of that form and the procedure for its use is described in A.I.D. Training Procedure No. 5, September 23, 1970, "U.S. Community Contribution to A.I.D. Participants", which you have in your workshop kits.

Your attention is called to Para. V on Page 3 of TP #5, which emphasizes the importance of OIT communication with the FSAs. During discussion of the subject at this Workshop, we earnestly solicit your opinions on: (1) the need for a form, and its format; (2) the usefulness of the PIO/P and bio-data to an FSA and COMSEC; and (3) additional ideas and suggestions for formalizing and improving communication concerning the A.I.D. student between OIT and the FSAs.

The referral will be a multiple copy form with a set of four copies. The Programming Officer will retain one copy for his files and would send the original and two copies to the Foreign Student Adviser. The FSA would retain one copy with the PIO/P; forward the second copy with the bio-data to COMSEC representative. The FSA would complete part II of the form and return one copy to the University and Community Relations Branch, Training Support Division, Office of International Training.

The working groups primarily responsible for consideration of the use of the form are those on "Community Relations" and "O.I.T. – Participating Agencies – Campus Relationships".

ATTACHMENT: Sample Form

S A M P L E F O R M

AID-SPONSORED FOREIGN STUDENT REFERRAL

1. TO: (Foreign Student Adviser)	2. DATE:
	3. PROGRAMMING OFFICER:
	4. OFFICE:
	5. AGENCY:
	6. PHONE:

PART I - REFERRAL OF PARTICIPANT

An AID participant is programmed for training in your university. His name and information on his course and period of study are given below and in the attached program and biographical data.

7. PARTICIPANT'S NAME:	8. HOME COUNTRY:
9. DURATION OF TRAINING: from to	10. FIELD OF TRAINING:
11. UNIVERSITY PROGRAM CONTACT:	

PART II - FSA REPORT

12. I have met the participant: yes_____ no_____

13. I have referred the participant to COMSEC: yes_____ no _____

14. REMARKS:

_____ DATE

_____ (FSA SIGNATURE)

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APPENDIX (e)

POLICY PLANNING AND EVALUATION STAFF

OFFICE OF INTERNATIONAL TRAINING

The PPES is headed by an Assistant Director who reports to the Director, OIT. The staff makes recommendations to the Director on overall OIT policy and on specific operational policies and undertakes responsibilities in evaluation and follow-up.

Five senior professional officers with broad and diverse A.I.D. and training experience comprise the policy planning unit. Their primary and over-riding responsibility is to address major priority issues regarding operational procedures and policies. They do not become involved in day-to-day operations but develop policies as well as specific operational plans and suggested programs.

The Evaluation and Follow-up Unit is headed by a Chief Evaluation Officer and consists of six professionals. Through a contract with the Development Education and Training Research Institute (DETRI) at American University, PPES has collected data on the main factors influencing participant satisfaction with training programs. Sufficient data has now been collected to permit extensive revision of the questionnaires, procedures and reports.

PPES also conducts or arranges for special evaluations of particular programs, such as the Pre-Academic Workshops, the WIC Orientation, the MSU Communication Seminar, Title IX Seminars, the International Manpower Seminar and other special programs. Most recently this has included a number of new short term management courses.

The staff recommends policies and procedures for the "follow-up" of returned participants and monitors USAID Mission performance of follow-up through annual and special reports. The follow-up program is an essential and integral part of participant training aimed at several purposes; most notably, assisting the returned participants in developing, extending and transmitting to others the knowledge and values acquired during their training, as these can be adapted to the local situation.

In June 1971 a review of the participant training program was conducted for the A.I.D. Administrator with recommendations for new policies and procedures in the event of a reorganization of the Agency. PPES is currently playing a leading role in the further development of planning for the transition to newer approaches both in the field and in A.I.D. headquarters.

PROGRAM DIVISION

OFFICE OF INTERNATIONAL TRAINING

The Program Division in the Office of International Training is responsible for the training programs of all foreign nationals under A.I.D. sponsorship.

The fields of training are diverse: Agriculture, Education, Labor, Industry, Mining, Transportation, Public Administration, Community Development, Communications Media, Atomic Energy, Population and Family Planning, Environmental Quality Control and many others.

The Program Division maintains a continuing interest and coordinating responsibility for all A.I.D. contracts with a participant element in them.

Participant training has its beginning in a foreign country plan or program under bilateral agreements between the United States and the cooperating nation. The plan envisions the economic, social and technical development needs of the country and these are defined in the plan with as much precision as is possible.

Among the questions to be answered in the plan—Is the trained manpower available in the country? And if not, can the training requirements be satisfied locally or will it be necessary to train this manpower in the United States? The technician in the particular field and the Training Officer assigned to the A.I.D. Mission help in answering these questions. Once the need is determined, criteria are established to determine who should be trained. These criteria include the specific job in the Host Government: where the participant will be assigned when he returns home, the participant's maturity, health (both physical and mental), and adequate English language skills. A selected participant must sign a commitment to return to employment in his home country utilizing the training he received.

When the training request and necessary documentation is received in the Office of International Training Program Division, it is assigned to a Development Training Specialist (DTS) for programming and structuring the training to meet the stated training needs (as described in the plan of training, PIO/P).

All Development Training Specialists in the Program Division are specialists in particular fields and are experienced in developing relevant training programs. They are well informed concerning the participant's country and USAID activities in the country and in the availability of U.S. training resources and facilities. Many training programs are developed and implemented directly by the A.I.D. DTS. Some are delegated to other Federal agencies, specializing in particular fields. Others are handled by contracts, private organizations, universities, industry or labor and are monitored by the A.I.D. DTS who retains basic responsibility for each individual program to assure that the best possible

training is given to the selected participant.

Thus the function of the Program Division in the Office of International Training is that of planning, developing, implementing and coordinating all training requests to assure that the training program will equip the participant for his role in the selected field after he returns home.

TRAINING SUPPORT DIVISION

OFFICE OF INTERNATIONAL TRAINING

University and Community Relations

I. General

An important aspect of a participant's U.S. experience is the knowledge he gains of American culture, customs and character. It is A.I.D.'s desire that every participant should have an opportunity to

- Become acquainted with American families.
- Participate in community activities and observe citizen participation in civic affairs.
- Meet informally with leaders in his professional field.
- Exchange ideas with Americans which may lead to a better understanding between people of this and other nations.

The University and Community Relations function is part of the Training Support Division, and is responsible for enlisting support of a number of national private non-profit organizations, volunteer community groups, academic associations, and private citizens to provide participants with a variety of activities which will accomplish the above objectives.

II. Specific Programs

A. National Council for Community Services to International Visitors (COSERV)

University and Community Relations (UCR) is the focal point in the Office of International Training for liaison with COSERV, a national organization which coordinates community programs for short-term visitors. Under the direction of a headquarters office in Washington, over 90 private, non-profit, voluntary community organizations in 70 cities from coast to coast make available their facilities and services to short-term visitors from abroad.

UCR promotes the activities of COSERV available to A.I.D. participants with OIT Development Training Specialists and Participating Agency Program Specialists through distribution of the COSERV Directory and other information materials; attendance at COSERV conferences and workshops; by encouraging the establishment or improvement of services of local community groups; and by contacting COSERV groups, on behalf of programming personnel, for assistance to participants.

B. National Association for Foreign Student Affairs (NAFSA)

Working closely with the Foreign Student Adviser, NAFSA's Community Section (COMSEC) groups in academic communities offer foreign students an opportunity to escape the confines of the campus and to participate in community activities. UCR is responsible for initiating efforts and activities

which will improve relationships between the Office of International Training and Foreign Student Advisers and COMSEC. Among the efforts being made by UCR are: greater dissemination of NAFSA and COMSEC informational materials to OIT and Participating Agency programming personnel; attendance at NAFSA conferences and workshops; encouragement of participation by Development Training Specialists and other OIT staff members in NAFSA meetings and more frequent visits with FSAs and COMSEC members during trips to universities on program business; and direction of the AID-NAFSA Workshop for Foreign Student Advisers.

C. Films

UCR promotes interest in, and operates a film-loan service, for the OIT films, "Friends At My Door" and "A Task to Share". The films have been helpful to universities, service clubs, professional and community organizations in orienting their members about the international visitor program, and in recruiting host families for home and community hospitality programs.

D. Certificates of Cooperation

UCR administers the A.I.D. Certificate of Cooperation award program, through which means the Office of International Training gives recognition to organizations and individuals who provide A.I.D. participants with superior technical training and community services.

E. Information

UCR is responsible for the dissemination of information on the A.I.D. participant training program to training facilities and the general public. The Branch answers inquiries for informational materials from community organizations, universities and private agencies, and inquiries from foreign nations seeking financial assistance for training or study in the United States. With the assistance of A.I.D.'s Information Staff, UCR develops brochures, pamphlets, exhibits, and news stories, which help tell the story of participant training.

F. Pre-Academic Workshops

Participants programmed for degree or other programs which include a period of academic training may be nominated by their Missions for one of the Pre-Academic Workshops held annually at the Georgetown, George Washington and Hawaii Universities. The Workshops prepare the participants for academic study in the U.S. by familiarizing them with the U.S. system of higher education, with U.S. standards and degree requirements, classroom procedures, instruction methods, tests, grading, use of the university library and preparation of oral and written materials. The Workshops acquaint the participant with the cultural and recreational facilities normally available at universities.

The Pre-Academic Workshops started at American University on a pilot basis in 1959 and expanded to include George Washington University in 1960 and Georgetown University in 1961. The University of Hawaii also conducts a workshop.

G. Mid-Winter Community Seminars

Mid-Winter Community Seminars have been sponsored by OIT since the late 1950s. The objective of the seminars is to provide the participants with diversified experiences covering industry, labor, agriculture and local government. Observation and participation in economic or social development projects or activities which stress popular participation is encouraged. Activities include projects to improve race relations, local redevelopment and other civic programs. The seminars also provide the participants with a welcome change of pace and scenery and home hospitality from volunteer families during the holiday season.

Academic Advisory Staff

Functions:

1. Provides advisory services to professional staffs in OIT, the participating agencies, regional bureaus, and USAIDs in all areas relating to the selection, admission, placement, and enrollment of AID-participants in U.S. universities and colleges. This includes the interpretation of academic credentials of AID-participants from cooperating countries in terms of the educational system in the U.S., and recommendation regarding appropriate placement of them in U.S. universities and colleges.

2. Maintains continuous contact with admissions officers, registrars and academic deans in order to keep abreast of admission trends and requirements for programs offered in universities and colleges.

3. Develops and implements operating policies and procedures to effect English language proficiency criteria, language programs and training aids for AID participants in both U.S. and cooperating countries. This includes initiating and assisting in establishing and improving U.S. and overseas facilities for English language testing and training of participants.

4. Coordinates U.S. university and English language program requirements with those of AID and provides backstopping for English language testing and teaching contracts.

5. Coordinates all AID pre-academic substantive preparatory, or remedial programs and the development of central information on non-AID programs to provide a focal-point for advice on requirements.

6. Maintains an up-to-date OIT Reference Documents facility. This includes the collection of materials on short-term programs available at universities and, in addition, the incorporation of these materials into a systematic up-dating of the Development Training Guide.

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Major Activities

Foreign Credential Evaluation

One copy each of the PIO/P, bio-data, academic records and any supplemental documentation received in OIT for prospective academic participants is forwarded to the Academic Advisory Staff. A two page, Credential Analysis Worksheet (CAW), including an educational summary and evaluation, is prepared and sent to the appropriate Regional Branch for inclusion in the letter of request by a programming officer to a university or college for consideration of admission of the participant. During the very busy season from May through September additional professional assistance in the analysis is provided by approximately 20 U.S. admissions officers as part of the services provided by the AACRAO-AID contract.

English Language Program

The Staff provides overall supervision and support services for all English language training and test and materials development for AID participants.

A.I.D. assumes the responsibility of assuring that proposed participants receive English language training when English is the medium of instruction or communication at the training sites selected.

Overseas Missions are responsible for arranging intensive English language training programs in cooperating countries as required. Missions utilize:

1. local USIS English language training facilities or Bi-national Centers,
2. other U.S. Government units or local English teaching institutions, and,
3. programs organized directly by the Mission, making use of competent professional Mission personnel as much as possible.

Intensive training in English is provided in Washington, D.C. for those participants whose English is marginal in terms of requirements for their programs in the U.S. The training is done by the American Language Institute of Georgetown University (ALI/GU) through contractual arrangements.

The development of specialized English language tests and materials is also included in the contractual arrangement between A.I.D. and ALI/GU. The purposes are to:

1. provide a uniform system of measuring English proficiency of participants through testing;
2. provide materials to improve English teaching programs overseas and at ALI/GU.

A battery of tests has been produced by ALI/GU, consisting of usage, listening, oral and vocabulary/reading tests. All tests are subjected to careful pre-testing for validity and reliability. Now test forms are prepared each year, and as these are made available to the field, old forms are retired.

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Maintenance of an Up-to-Date Training Reference Document Unit

University and college catalogues, reference materials for academic placement, test information, professional publications, foreign credential evaluation references, area studies, special aids for programming and other references pertinent to international training for use by the entire office are maintained in the Reference Document facility.

Orientation and Counseling Branch

Orientation and Related Services for Participants

I. General

The Orientation Branch is part of the Training Support Division. The Branch is responsible for the activities outlined below.

II. Specific Programs

A. Reception at the Ports of Entry

Arriving participants are met at the Ports of Engry and assisted with health, customs and onward travel arrangements. Some 4,674 participants were met in FY 1971 at six ports of entry as follows: 809 at Miami, 874 at Honolulu, 1,323 at New York, 902 at San Francisco, 28 at New Orleans and 738 at Dulles Airport. It is expected that a similar number will be met in the coming year.

B. Reception and Orientation in Washington, D.C.

Participants arriving in the Washington metropolitan area are met at one of the local airports by a volunteer from the Washington International Center and assisted with transportation to accommodations which the Center has arranged. Starting on the following day, the participants attend W.I.C.'s one week orientation program where they are acquainted with various aspects of politics, labor, business, art, religion, education and civil rights in the United States. Tours are conducted to historical, cultural and political sites in the Capitol area, and social activities in American homes are arranged. Special evening programs are arranged by the Center to further the participants' social and educational objectives. W.I.C. also serves participants who are based in Washington during or at the end of their programs.

Some 3,853 A.I.D. participants, 321 CU Grantees, 671 Department of the Army Grantees and 277 United Nations and other participants were oriented at W.I.C. in FY 1971.

C. OIT Administrative Orientation

Orientation to acquaint the participants with the rules, regulations and procedures which govern their training in the United States is carried out in the OIT Orientation Branch. All participants except V.I.P.s and some short term

teams who are on tight schedules are oriented in the Branch. The V.I.P. participants are given an abbreviated orientation by their DTS.

Some 3,800 participants were oriented in OIT in FY 1971.

D. Seminar on Communication of Skills and Ideas

Participants nearing the completion of their training are programmed into the Michigan State University Communication Workshop. The objective of the Workshop is to introduce the participant to principles of effective communication, to the role of communication in the modernization process and to the nature and processes of social change in developing societies.

The Communication Workshops began in the late 1950s and over 17,000 participants have attended since that time. Actual attendance in FY 1971 was 1,371; 38 Workshops were held during this period. Annual attendance averages between 1,300 and 1,400 participants.

E. Orientation Program Coordination

The Orientation Branch reviews orientation programs conducted by the Participating Agencies to ensure that these programs do not unduly duplicate the OIT and WIC programs. The Chief of the Orientation and Counseling Branch also chairs an Inter-Agency Orientation Committe which meets monthly to discuss orientation and related activities of mutual interest.

Counseling Services for Participants

I. General

Frequent emergencies involving A.I.D. participants in the U.S.A. have confirmed the need of professional personnel responsible for counseling service. The success of a participant's training program can be jeopardized if he is unable to adjust adequately to social, economic, or environmental factors in the U.S.A. which affect his attitude, morale, or self-confidence. Those factors which might negatively affect the participant's program should be determined as quickly as possible to permit prompt remedial measures.

II. Counseling Services

A. The Counseling staff, Office of International Training (OIT/TSD), provides to Development Training Specialists (DTS), other participant training program officials, and participants, professional guidance designed to assist the participant to adjust to his new U.S. environment.

B. Services of the Counseling staff are available to all A.I.D. participants.

C. The Counseling staff reviews and advises upon those problem situations requiring special counseling, such as: a participant's serious illness or injury, death, misconduct, financial distress, arrest, immigration problems, and social or

environmental maladjustment. Such problems, or reasonable indications of problems, should be brought to the early attention of the Counseling staff by any knowledgeable source.

D. For public safety participants, these functions are handled by the Training Division, Office of Public Safety (OPS/TD), with the guidance of, or in conjunction with the Counseling staff, OIT, where necessary.

III. Referral of Cases to the Counseling Branch

A. Routine cases are referred to the Counseling staff through the Participant's Development Training Specialist and Regional Branch Chief on form AID 1380-32, Participant Case Record (Attachment A), with one copy of the participant's PIO/P and bio-data, and any background information, such as correspondence, pertinent to the case.

B. When assistance is required by the Office of Public Safety, cases involving public safety participants are forwarded through the Chief, Training Division, OPS.

IV. Emergency Referral to Counseling

Emergencies involving participants should be reported immediately by any knowledgeable source to the Counseling staff, OIT/TSD. After office hours and on weekends and holidays, a Counselor can be reached by telephone through the A.I.D. Duty Officer in the U.S. Department of State.

V. Notification to the A.I.D. Mission

The Counseling staff, with clearance by the appropriate DTS and A.I.D. Country Desk, notifies the A.I.D. Mission of serious participant problems and requests Mission concurrence, when appropriate, on proposed actions regarding participant programs.

Third-Country Training Branch

1. Develops the policies and procedures required to administer third-country training, including preparation of the country for its role of donor in a post-phase-out period.

2. Develops staff and position papers and answers inquiries concerning A.I.D.-sponsored third-country training overseas and, as appropriate, A.I.D.'s support of intra-regional training, and A.I.D.'s cooperation with other donors.

3. Acts as the focal point in A.I.D. on information, procedures, and policies for third-country training to persons in A.I.D./W and overseas as well as persons in and outside the U.S. Government.

4. Coordinates, as appropriate, with other units of OIT and other areas of A.I.D. in fulfilling the above functions.

ADMINISTRATIVE DIVISION

OFFICE OF INTERNATIONAL TRAINING

The Administrative Division, headed by an Assistant Director consists of three branches: Financial Management Branch, Services Branch and Management Analysis and Statistics Branch.

The Division:

(1) assists in developing the managerial and operational policies of OIT. This includes the organization, functions, procedures, workload and staffing of the office, as well as its long-range personnel requirements.

(2) develops procedures governing participant training and reflects these in proposed new or revised manual orders and procedures.

(3) each year solicits all missions for forward fiscal year participant arrival projections. Analyzes the data received for program development and workload distribution requirements between OIT and participating federal agencies and annually assists in negotiating the operating expense budgets of those federal agencies to enable them to perform the work.

(4) reviews all audit and management evaluation reports on participant training activities; analyzes the findings and recommendations and coordinates OIT responses.

(5) for those A.I.D. funds annually allotted to the OIT Director, prepares his proposed fiscal year budget submission and accompanying program justification. During the operational fiscal year makes sure that funds are timely obligated for each proposed project; monitors the on-going actual dollar requirements of each project, and through mid-year and Spring reviews of all projects advises the OIT Director of funds which can be reallocated for other OIT uses or de-obligated for agency use.

(6) through liaison with the OIT Program Division, prepares technical requirements for proposed new, revised and amended contracts with universities, public and private institutions within the USA, Puerto Rico and Hawaii. Makes certain that the Contract Services Division of the Office of Procurement (PROC/CSD) is given sufficient lead time to negotiate and draw up the necessary contracts and coordinates with PROC/CSD on the administration of all OIT contracts. Assures regulatory compliance under OIT delegated contract authority.

(7) advises on PIO/P amendments and maintains control of PIO/P confirmations.

(8) schedules for payment of participants' living allowance checks and allowable reimbursements for taxis, buses, air fares, training equipment, masters and

doctors degree typing allowance, and books. Makes payment to universities and other fees and for a wide variety of other professional services and fees. Also conducts necessary audit of all vouchers related to above payments for propriety, accuracy and conformity with AID regulations.

(9) maintains expenditure accounts for each participant against the total amount authorized by the mission for his program to assure that funds are not overspent.

(10) institutes recovery action for overpayments of dollar funds to participants and accounts to Treasury Department for lost checks mailed to participants.

(11) designs and maintains a system for the processing and compilation of statistical data which reflects pertinent information on the scope and trends of the total participant training effort. Publishes periodic and special reports containing such data as numbers of participant arrivals, participants in training by country, and by field of study.

(12) provides support services to participants including health insurance and visa information.

(13) develops staffing patterns, advises on personnel requirements, selection and assignment, and processes personnel actions. Coordinates with Regional Bureaus and OIT management of assignment of Mission Training Officers.

(14) arranges travel for participants and OIT employees. Coordinates the Field Program Manager and interpreter services programs for participants. Designs space requirements, procures supplies and equipment and arranges for necessary maintenance of facilities.

APPENDIX (f)

AID-NAFSA LIAISON COMMITTEE

NAFSA Members

Homer Higbee, Chairman
Assistant Dean, Educational Exchange, Michigan State University

Eugene Clubine
Assistant to the Vice President, International Programs, Iowa State University

David Henry
Director, International Office, Harvard University

Hugh Jenkins
Executive Director, NAFSA

AID Members

Dr. Arthur F. Byrnes
Assistant Director for Training Support, OIT

John W. Asher
Assistant Director for Administration, OIT

George D. Bryson
Chief, Contract Participant Branch, Program Division, OIT

NAFSA Alternates

Mrs. Elizabeth Benson
Foreign Student Adviser, Tuskegee Institute

Dr. Robert Knapp
Director, International Student Center, Boston University

AID Alternates

Judson H. Bell
Deputy Assistant Director for Training Support, OIT

Robert L. McKinnell
Chief, Management Analysis and Statistics Branch, OIT

Robert W. Landry
Deputy Assistant Director for Program, OIT

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